
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover SheetName of Principal Mr. Edward R. Nelson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Pleasant Hill School
(As it should appear in the official records)School Mailing Address 434 W. Illinois Avenue
(If address is P.O. Box, also include street address)

<u>Palatine</u>	<u>IL</u>	<u>60067-6745</u>
City	State	Zip Code+4 (9 digits total)

Tel. (847) 963-5900 Fax (847) 963-5906Website/URL www.ccsd15.net Email nelsone@ccsd15.k12.il.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Robert A. McKanna
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name Community Consolidated School District 15 Tel. (847) 963-3000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Louis A. Sands
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 14 Elementary schools
 Middle schools
 3 Junior high schools
 High schools
 1 K-8
 1 Alternative School
 19 TOTAL

2. District Per Pupil Expenditure: \$9,540

Average State Per Pupil Expenditure: \$8,181

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 6 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	46	42	88		7			
1	44	29	73		8			
2	48	33	81		9			
3	36	43	79		10			
4	46	37	83		11			
5	36	34	70		12			
6	44	39	83		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								557

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>82.5</u> | % White |
| <u>0.7</u> | % Black or African American |
| <u>7.2</u> | % Hispanic or Latino |
| <u>9.6</u> | % Asian/Pacific Islander |
| <u>0.0</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 5.15 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	30
(4)	Total number of students in the school as of October 1	582
(5)	Subtotal in row (3) divided by total in row (4)	.0515
(6)	Amount in row (5) multiplied by 100	5.15

8. Limited English Proficient students in the school: 21.4 %
122 Total Number Limited English Proficient

Number of languages represented: 20

Specify languages: Arabic, Cantonese, Mandarin, German, Greek, Gujarati, Italian, Japanese, Korean, Malayalam, Polish, Romanian, Russian, Serbian, Spanish, Ukrainian, Bengali, Flemish, Swedish, Shanghai

9. Students eligible for free/reduced-priced meals: 3.9 %
22 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %
60 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | |
|-------------------------------------|---|
| <u>1</u> Autism | <u>2</u> Orthopedic Impairment |
| <u> </u> Deafness | <u>4</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>23</u> Specific Learning Disability |
| <u>1</u> Hearing Impairment | <u>24</u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>20</u>	<u>3</u>
Special resource teachers/specialists	<u>12</u>	<u> </u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u>12</u>	<u> </u>
Total number	<u>46</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 25:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.5	96	96	95.9	96
Daily teacher attendance	90.43	88.32	92.16	91.19	89.03
Teacher turnover rate	5.4	2.7	16.2	8.1	8.1
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

Part III—SUMMARY

Pleasant Hill School (PH) is a suburban elementary school located in Palatine, Illinois, approximately 25 miles from Chicago. PH is one of nineteen schools in Community Consolidated School District 15, fifteen of which are K-6 schools. Based in Palatine, District 15 serves seven neighboring communities. Generations of parents and students have attended this school and proudly continue the traditions and culture of a highly connected and supportive neighborhood school. PH is committed to the district's mission of "producing world-class learners by building a connected learning community."

Developing a vision/mission statement aligned with both the school district's mission and the needs of the PH community was a priority for our school. In addition to academic achievement, our mission includes the goal of developing interpersonal skills and citizenship. Each classroom develops a mission statement reflecting its unique characteristics as a learning community at the beginning of each school year. Also, individual student mission statements are developed to reflect personal goals and provide a focus for each student's school experience.

PH's dedication to quality in all areas is evident in its designation as the district's benchmark school for student achievement. Students' performance on both the Illinois Standards Achievement Test (ISAT) and the Iowa Tests of Basic Skills (ITBS) are well above both state and national averages. Student performance results on the ISAT in 2001-02 and 2002-03 reflected 90 percent or higher of students meeting or exceeding state standards on all tests administered.

PH is a Koalaty Kid school. Koalaty Kid is a system for continuous improvement supporting a "can do" atmosphere. These student-centered approaches aim at creating a school environment where all students sustain enthusiasm for learning, behave responsibly, feel proud of themselves and their achievements, and strive to meet high standards. To achieve these ends, Koalaty Kid embraces the spirit and substance of Total Quality Management. As a model school, teachers have presented at the National Koalaty Kid Conference, as well as hosting schools that would like to implement Koalaty Kid principles.

One of PH's unique qualities is its Cougar Character curriculum, based on the Wise Skills program and created in response to feedback from both students and parents regarding student behavior and student respect. The program emphasizes life skills and character traits such as respect, responsibility, and conflict resolution. One character trait per month is emphasized and brought to life through a myriad of activities. Students are able to participate in the Cougar Character Council, which is a club that plans activities throughout the year to highlight the Cougar Character program. The success of this program can be measured by the Parent Satisfaction Survey and Student Satisfaction Survey, administered each spring. The May 2003 results indicate that 95.7 percent of parents would give PH a grade of "A" or "B." The Student Satisfaction Survey indicates that 78 percent of students strongly agree or agree with the statement, "Students in my school treat each other with respect." The district has identified PH as the benchmark for student-to-student respect.

PH is a true learning community. Family involvement is strongly evident at PH through a variety of volunteer activities. These activities resulted in approximately 13,000 volunteer hours during the 2002-03 school year. The culture we have established reflects our commitment to educating the whole child in order that all students are prepared for the 21st century. Driven by the Illinois Learning Standards and the District 15 Learner Statements, the curriculum at PH reflects our commitment to providing a quality education to all students.

PART IV—INDICATORS OF ACADEMIC SUCCESS

1. Every student at PH participates in state, national, and local assessments through a variety of measurements. PH students achieve at high levels on state, national, and local assessments. Students in grades three and five take the Illinois Standards Achievement Test (ISAT), a criterion-referenced test, in the areas of reading, mathematics, and writing. Students in grade four take the ISAT in science and social science. ISAT results indicate PH students outperform the district and state in all tested areas. ISAT was first administered in its current form in the 1998-99 school year. Data is disaggregated and analyzed for all demographic groups. PH exceeds the following district performance targets: 1) At least 90 percent of the students who have been in the district for one year meet or exceed all Illinois Learning Standards, and 2) There are no significant differences between student groups in meeting or exceeding all Illinois Learning Standards for students who have been in the district at least one year. Data for the criterion-referenced ISAT is available for the previous five years in reading and mathematics. Third-grade reading scores for the 1998-99 school year reflect 86 percent of students meet or exceed state standards. Consistent improvement resulted in 94.7 percent of third graders meeting or exceeding state standards in the 2002-03 school year (Fig. 8). Fifth-grade reading scores for the 1998-99 school year reflect 84 percent of students either met or exceeded state standards. Subsequent years reflect a consistent increase, resulting in 92.5 percent of fifth-grade students meeting or exceeding state standards in reading (Fig. 10). Scores for the 2001-02 school year as well as the 2002-03 school year are the benchmark scores for the district. Additionally, PH has achieved the Board of Education performance targets. Student achievement data for mathematics shows an even stronger performance by students. Third-grade mathematics scores for the 1998-99 school year reflect 96 percent of students either met or exceeded state standards. Data for the 2002-03 school year reflect that 100 percent of third-grade students either met or exceeded state standards (Fig. 9). Fifth-grade math scores for the 1998-99 school year reflect that 96 percent of students either met or exceeded state standards. In 2002-03, data reflects that 98.8 percent of students either met or exceeded state standards (Fig. 11). PH has also met the Board of Education performance targets in mathematics.

Second-, fourth-, and sixth-grade students participate in the Iowa Tests of Basic Skills (ITBS) as well as the Cognitive Abilities Test (CogAT). Data are reported in reading, language, and mathematics. Five years of trend data reflect an overall increase in second-grade reading from an NCE of 64.9 in 1998-99 to an NCE of 73.8 in 2002-03 (Fig. 1). The same trend data for fourth-grade reading reflects an increase from an NCE of 61.3 to an NCE of 68.3 (Fig. 3). Sixth-grade reading data reflect steady performance with an NCE of 63.2 (Fig. 5). Five years of trend data in the area of mathematics reflect second-grade scores improving from an NCE of 74.1 in 1998-99 to an NCE of 75.8 in 2002-03 (Fig. 2). Fourth-grade mathematics scores reflect an NCE of 72.2 in 1998-99 with an increase to an NCE of 79.2 in 2002-03 (Fig. 4). Sixth-grade mathematics also reflects an increase. The NCE in 1998-99 was 71.5, with an increase to an NCE of 72.8 in 2002-03 (Fig. 6).

The data for our subgroup of students with Individualized Education Plans (IEP) is disaggregated in order to determine their growth as a group. Data from the ITBS reading test reflects an improvement from an NCE of 42.0 for fourth-grade students and an NCE of 49.4 for sixth-grade students in 1998-99 to an NCE of 51.6 in 2003-04 school year for fourth-grade students and an NCE of 50.5 for sixth-grade students (Figs. 3, 5). Data for the ITBS math test for fourth-grade students reflects an improvement from an NCE of 42.5 in 1998-99 to an NCE of 62.8 in 2003-04. Data for sixth-grade students reflects an improvement from an NCE of 44.8 in 1998-99 to an NCE of 53.9 in 2003-04 (Figs. 4, 6). Third-grade ISAT scores indicate that 14 percent of students met or exceeded standards in reading for the 1998-99 school year, while 40 percent of fifth-grade students met or exceeded standards for the 1999-2000 school year. Data for the 2002-03 school year reflect 85 percent of third-grade students and 58 percent of fifth-grade students met or exceeded standards in reading (Figs. 8, 10). Data for the ISAT math test reflect 57 percent of third-grade and 100 percent of fifth-grade students met or exceeded standards in 1998-99. Data for the 2002-03 school year reflect 100 percent of third graders and 92 percent of fifth graders met or exceeded standards (Figs. 9, 11).

The number of Second Language Learners (SLL) at PH is too small to meet the criteria for a subgroup (ranging between 3 to 5 students), appearing often as Not Applicable (NA) (Figs. 12, 13). Included is the data reflecting 1 to 3 years growth for all SLL students taking the test two years in a row (Fig. 14).

2. School improvement process gives PH staff the opportunity to review schoolwide assessment results. Data is used in all school improvement decisions at PH. We use the Malcolm Baldrige criteria to align student and stakeholder needs, curriculum, best practices, strategies, core processes, culture, and organizational results to achieve system improvement. Instructional decisions at PH are made and driven by data. In-process and trend data are used by individual classroom teachers, grade-level teams, SIP goal teams, and administration to monitor progress toward goals. The Plan-Do-Study-Act (PDSA) cycle is used to plan for improvement from current performance to target performance. The PDSA cycle is used by teachers as part of the adoption of the Koalaty Kid principles. Through the PDSA cycle, the system is defined, current situations are assessed, causes are analyzed, an improvement theory developed, results are studied, and improvement standardized with plans for continuous improvement. PH prominently displays the PDSA cycles for School Improvement Plan (SIP) goals throughout the building. This allows students to become actively involved and assume ownership of school goals. Students discuss the progress toward goals in classroom meetings and on live morning announcement broadcasts. Many classrooms use the PDSA cycle to improve student achievement, using quality tools to collect and analyze data. Students use quality tools to track their individual progress and are able to benchmark it against the class performance as well as targeted performance. Students are cognizant of their learning goals and responsible for achieving them. The principal is able to access the online Educational Data Warehouse, which provides trend data for the school, grade level, class, or individual student. PH can compare its test results to other schools with the same demographics in order to benchmark other schools' effective programs and practices.

3. PH uses a variety of ways to communicate assessment results, student performance information, and news about the school to parents and other community members. The school report card is published on the district Web site. Printed copies are also available in the school office for those families without Internet access. Within the school report card, the academic achievement results for the Illinois Standards Achievement Test are presented along with demographic, instructional, and financial information. The principal presents an overview of the results and their interpretation at a general PTA meeting to expand parent understanding. Individual reports of each student's scores with explanations of ISAT, IMAGE, and ITBS assessments and results are mailed home to parents. Parents are encouraged to call the classroom teacher or principal if they have questions or need further clarification regarding their child's results. Families new to the school receive the school report card with other pertinent information. A community newsletter is mailed annually to every resident within school boundaries, giving community members information regarding student performance results. A district Shareholders' Report is mailed to residents once a year, highlighting student achievement results and overall organizational results. The principal meets with students during weekly classroom meetings to discuss their progress on classroom and/or individual goals. He also highlights student achievement results during monthly wrap-ups through the live video distribution system. Classroom teachers share a significant amount of assessment information with both parents and students. Computerized student progress reports are distributed three times per year. At the fall orientation, teachers share assessment criteria and learning standards with parents. Individual student progress is discussed at November parent/teacher conferences. Additional conferences are available throughout the year as needed. Individual voice and e-mail have given parents more avenues with which to stay in touch with the classroom teacher. Teachers have created Web pages to keep parents informed of current curriculum, classroom activities, special events, etc. Assignment notebooks, weekly reports, and newsletters are examples of other methods used by classroom teachers to communicate student achievement and progress.

4. If PH is selected as a No Child Left Behind–Blue Ribbon School, it will continue to share quality and effective programs and practices. PH has teachers who have presented at national conferences and district institutes, and is willing to continue to present best practices and data results at national conferences such as Koalaty Kid, American Society for Quality (ASQ), National Association of Elementary School Principals (NAESP), and Association for Supervision and Curriculum Development (ASCD). PH will work with the district’s director of communications as well as the media to highlight the success of its programs. PH has made a video highlighting the process used to create classroom mission statements. After the district won the 2003 Malcolm Baldrige National Quality Award, PH’s teachers were chosen to take part in a video exemplifying best teaching practices. This video will be shared with organizations looking to implement quality processes and systems. These videos reflect our commitment to sharing effective programs and practices with other schools, districts, and the community, and we will continue to participate in these activities. As a benchmark school in the district, PH has been visited by individual teachers as well as grade-level teams from within the district who want to observe best teaching practices. PH received a site visit during the Koalaty Kid national conference. Additionally, a school from Milwaukee brought its entire staff to observe and speak with PH teachers about quality practices and processes. We look forward to future visits from both educators and community members and are eager to share the practices and strategies that have resulted in student achievement success.

PART V—CURRICULUM AND INSTRUCTION

1. The core language arts curriculum is woven throughout each student's day at PH, with a minimum of 120 minutes of daily instruction. The balanced literacy model ensures that students are immersed in guided and shared reading, independent reading, fluency, daily word study, and integrated writing. Teachers use flexible grouping to teach and reinforce essential skills during guided reading instruction. Writing instruction focuses on writing for real-world, authentic purposes. Process writing skills are introduced in the primary grades and refined throughout the grade levels. Students use technology and various software programs to extend their writing skills, especially for those students who may need a different learning approach.

The math curriculum is aligned with the National Council of Teachers of Mathematics Standards and Illinois Learning Standards. Research-based programs such as *Everyday Mathematics*, *SRA-Math Explorations and Applications*, and *Transitions* are the core of math curriculum. Problem-solving and critical-thinking skills are a major emphasis of the program. Teachers use other resources such as Exemplars, Hands-on Equations, and the Internet Stock Market Game to support a deeper learning of concepts and skills beyond the essential skills we expect all students to acquire. Last year 100 percent of third graders and 98.8 percent of fifth graders met or exceeded state standards in math. Math is embedded into all content areas by engaging students in graphing, estimating, data collections, and applying geometric concepts.

Aligned to the National Science Education Standards and the Illinois Learning Standards, the science curriculum engages students through inquiry-based instruction. Students engage in hands-on learning, which empowers students to ask questions, construct ideas, and demonstrate their understanding of facts, concepts, theories, and science principles that exist in the natural world. District 15's cutting-edge Space Shuttle Program takes students through a simulated launch and is just one example of how students are able to apply technology and problem-solving skills. Last year, over 97 percent of fourth-grade students met or exceeded state standards in science.

The social studies curriculum comes to life through a rich variety of experiential activities designed to plant the seeds of knowledge and interest in students so that they may become active and productive citizens. Students are able to understand their position in the community and world, be culturally aware, and draw parallels from history through the lessons facilitated by teachers. Teachers incorporate programs such as *Story Path* and *History Alive*, which provide students with simulation experiences that enhance and deepen understanding of the learning standards. Last year, 94 percent of fourth-grade students met or exceeded state standards in social science.

All students receive instruction in the areas of visual art, music, dance, drama, technology, and physical education. Choral and instrumental music instruction supports the content areas and expands the core music curriculum. Children in all grade levels participate in musical productions that are presented to the community. Students in fifth and sixth grades have the opportunity to participate in band and orchestra with small group lessons provided. These students also have the opportunity to participate in Cougar Chorus, which performs annually at the local mall. Technology skills are developed through coordinated activities that support learning and the curriculum. Students work toward meeting the district's technology goals set by the National Educational Technology Standards for Students. Students at PH have the opportunity to participate in Spanish and French foreign language clubs. This year we have approximately 75 students participating in these clubs. Students participating in Spanish club are able to better communicate with the Spanish-speaking students.

2. This is the second year of the districtwide adoption of Harcourt Publishers' *Trophies* reading series, a research-based developmental reading program. This program is closely aligned to the Illinois Learning Standards and District 15 Learner Statements and supports the district's balanced literacy approach to reading. This program supports two of the district's student performance targets: 1) *Every student entering kindergarten in District 15 reads at or above grade level when completing second grade*, and 2) *At least 90 percent of students who have been in the district for one year will meet or exceed all Illinois learning standards*. The selection of the reading program was a careful, step-by-step process that took more than a year and involved students, parents, teachers, principals, and administrators. After studying six research-based reading programs, the Language Arts Committee recommended two programs to be piloted. The pilot study, which ran from August 2001 to February 2002, encompassed all grade levels at all district elementary schools. A comprehensive evaluation of both programs was completed by the pilot teachers and parent focus groups with a recommendation made to adopt the Harcourt reading program as the one most appropriate for District 15 students. This program includes both fiction and nonfiction selections and provides formal and informal assessments as well as online resources for teachers and parents. In the area of word study, this program focuses on spelling, phonics, and vocabulary development. Reading strategies are taught during shared/guided reading lessons. In writing, teachers use a combination of shared, guided, and independent writing activities to support the learning of essential skills. This program provides avenues for teachers to differentiate instruction and respond to individual student needs. The Accelerated Reader program is also used to provide students with opportunities to select books to read at their individual reading level. This program supports the School Improvement Plan goal of increasing reading comprehension.

3. PH employs the University of Chicago *Everyday Math* Program, the *Transitions* Pre-Algebra Program, and the *SRA–Math Explorations and Applications*, which align with the Illinois Learning Standards and the National Council of Teachers of Mathematics Standards. PH uses these programs in Grades K-6 to ensure a common language and continuous spiraling curriculum. The instructional goal of the mathematics program is to develop a mastery of math concepts, computation skills, logical-reasoning, problem-solving, and critical-thinking skills. This goal reflects our commitment to achieving the district's mission of producing world-class learners and is in line with the requirements set forth in the No Child Left Behind Act (NCLB). We assess third and fifth graders annually with the ISAT. The 2003 ISAT results reflect that 100 percent of third-grade students meet or exceed state standards and 98.8 percent of fifth-grade students meet or exceed state standards. Students in Grades 2, 4, and 6 are assessed in math using the Iowa Tests of Basic Skills. The 2002-03 results reflect a second-grade NCE math total of 75.8, a fourth-grade NCE math total of 79.2, and a sixth-grade NCE math total of 72.8. Students in Grades 1-6 receive 60 minutes of mathematics instruction per day. Students in Grades 3-6 who demonstrate advanced mathematics ability and achievement participate in an enriched math class at their grade level. Student needs are met with hands-on learning and cooperative grouping to maximize peer interaction and student achievement. Mathematics is also integrated into other curricular areas. Students assume responsibility for their learning by setting individual and class goals and monitoring the progress through the use of charts and graphs in other content areas. Mapping and graphing skills are utilized in reading and social studies. Accurate measuring, graphing, and data collection are used in science. Calculators and computers are incorporated in computational and problem-solving activities.

4. Instruction at PH is planned with the expectation that all students will achieve when provided with the right environment, tools, and instruction. Accommodations and modifications are designed in a systematic process, including enrichment, remediation, and acceleration into higher levels. Instruction is differentiated by readiness, interest, and learning profile. Flexible grouping is used to ensure consistently fluid working arrangements, including whole class learning, pairs, student-selected groups, teacher-selected groups, and random groups. A variety of management strategies are used to maximize student learning. These include learning centers, independent study, compacting, learning contracts, tiered assignments, and learning buddies.

A strategic reading intervention K-6 program implemented in 2000-01 has successfully helped low-achieving students reach the district's Student Performance Target of *"Every student entering kindergarten in District 15 reads at or above grade level when completing second grade,"* in addition to teaching appropriate reading strategies. This program serves students who represent the lowest performing seven to ten percent of each grade-level population. Paraprofessionals, supervised by the reading specialist, provide students with daily intensive one-on-one instruction. These sessions in Grades K-2 focus on recognition skills, phonics, blending, fluency, and comprehension. Instruction in Grades 3-6 focus on reading comprehension by teaching strategies such as clarifying, predicting, questioning, and summarizing. In its first year, this intervention program served six of the first-grade students. Their scores on the ITBS during second grade reflect 50 percent exceeding an NCE of 46. Five of those students have remained at the school and took the ISAT reading test during the 2002-03 school year. Four of the five students either met or exceeded state standards in reading. The fifth student met eligibility requirements to receive special education services in reading. During the 2001-02 school year, six first-grade students took part in the intervention program. Their 2002-03 ITBS results reflect 100 percent exceeding an NCE of 46.

5. PH's staff development program is aligned with its School Improvement Plan (SIP). Building staff development committees design activities and seek opportunities and resources based on its contribution to achieving SIP goals. This year, the building identified three SIP goal areas: 1) improve reading comprehension, 2) increase student enthusiasm for writing, and 3) Improve student to student respect. Staff development activities include whole faculty study groups focused on best practices in improving reading comprehension led by the district's Language Arts Coordinator. Other activities that focus on SIP goals include teacher institutes featuring nationally recognized consultants, quality tools training, and training on the implementation of the new reading program. Teachers' professional growth plans align with the SIP, while Illinois certification plans align with the Illinois Learning Standards. The site-based budget committee continues to reflect staff's commitment to professional development by providing funds for each teacher to attend conferences aligned with the SIP throughout the year. Student reading achievement at both the third and fifth grades has increased through a focus on balanced literacy and cognitive reading strategies. Through extensive staff development activities centered around Koalaty Kid philosophy and principles, all classrooms use quality tools and the PDSA cycle to increase student ownership and participation in our continuous improvement efforts. Teachers new to the district participate in the Teacher Induction/Mentoring Program throughout their four-year probationary period. This program includes separate tracks for beginning and experienced teachers. A mentoring program also exists in the district for teachers pursuing National Board Certification. Currently, 20 percent of PH's teaching faculty are National Board Certified teachers.

PART VII—ASSESSMENT RESULTS

National Norm-Referenced Test

Grade: 2 READING

Test: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

ITBS SECOND-GRADE READING IN NCEs

	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	February	February	February	February
SCHOOL SCORES				
Total or Composite Score	72.1	66.4	72.5	70.0
Number of students tested	65	74	69	97
Percent of total students tested	100%	97%	100%	100%
Number of students excluded	0	2	0	0
Percent of students excluded	0%	3%	0%	0%
SUBTEST SCORES				
Reading Total	66.2	63.3	66.3	64.9
SUBGROUP SCORES (Students Receiving Special Education)				
Reading Total	NA	NA	NA	NA
SUBGROUP SCORES (Second-Language Learners)				
Reading Total	NA	NA	NA	NA
NATIONAL SCORES				
Total or Composite Score (MEAN)	50	50	50	50
SUBTEST SCORES				
Reading	50	50	50	50
STANDARD DEVIATIONS				
Total or Composite Standard Deviation	21.06	21.06	21.06	21.06
SUBTEST STANDARD DEVIATIONS				
Reading	21.06	21.06	21.06	21.06

Figure 1

National Norm-Referenced Test

Grade: 2 MATHEMATICS

Test: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

ITBS SECOND-GRADE MATHEMATICS IN NCEs

	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	February	February	February	February
SCHOOL SCORES				
Total or Composite Score	72.1	73.6	73.8	73.5
Number of students tested	65	74	69	97
Percent of total students tested	100%	97%	100%	100%
Number of students excluded	0	3	0	0
Percent of students excluded	0%	2%	0%	0%
SUBTEST SCORES				
Mathematics Total	72.0	66.7	76.7	74.1
SUBGROUP SCORES (Students Receiving Special Education)				
Mathematics Total	NA	NA	NA	NA
SUBGROUP SCORES (Second-Language Learners)				
Mathematics Total	NA	NA	NA	NA
NATIONAL SCORES				
Total or Composite Score (MEAN)	50	50	50	50
SUBTEST SCORES				
Mathematics	50	50	50	50
STANDARD DEVIATIONS				
Total or Composite Standard Deviation	21.06	21.06	21.06	21.06
SUBTEST STANDARD DEVIATIONS				
Mathematics	21.06	21.06	21.06	21.06

Figure 2

National Norm-Referenced Test

Grade: 4 READING

Test: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

ITBS FOURTH-GRADE READING IN NCEs

	2003-04	2002-03	2001-02	2000-01
Testing Month	October	October	October	October
SCHOOL SCORES				
Total or Composite Score	72.1	73.6	73.8	73.5
Number of students tested	83	82	101	76
Percent of total students tested	100%	98%	100%	100%
Number of students excluded	0	2	0	0
Percent of students excluded	0%	2%	0%	0%
SUBTEST SCORES				
Reading Total	68.3	71.3	70.0	66.2
SUBTEST SCORES (Students Receiving Special Education)				
Reading Total	71.4	73.8	71.8	68
SUBGROUP SCORES (Second-Language Learners)				
Reading Total	NA	NA	NA	NA
NATIONAL SCORES				
Total or Composite Score (MEAN)	50	50	50	50
SUBTEST SCORES				
Reading	50	50	50	50
STANDARD DEVIATIONS				
Total or Composite Standard Deviation	21.06	21.06	21.06	21.06
SUBTEST STANDARD DEVIATIONS				
Reading	21.06	21.06	21.06	21.06

Figure 3

National Norm-Referenced Test

Grade: 4 MATHEMATICS

Test: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

ITBS FOURTH-GRADE MATHEMATICS IN NCEs

	2003-2004	2002-2003	2001-2000	2000-2001
Testing Month	October	October	October	October
SCHOOL SCORES				
Total or Composite Score	72.1	73.6	73.8	73.5
Number of students tested	83	82	101	76
Percent of total students tested	100%	98%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBTEST SCORES				
Mathematics Total	79.2	80.2	78.3	80.4
SUBGROUP SCORES (Students Receiving Special Education)				
Mathematics Total	82.3	82.6	81.3	82.3
SUBGROUP SCORES (Second-Language Learners)				
Mathematics Total	NA	NA	NA	NA
NATIONAL SCORES				
Total or Composite Score (MEAN)	50	50	50	50
SUBTEST SCORES				
Mathematics	50	50	50	50
STANDARD DEVIATIONS				
Total or Composite Standard Deviation	21.06	21.06	21.06	21.06
SUBTEST STANDARD DEVIATIONS				
Mathematics	21.06	21.06	21.06	21.06

Figure 4

National Norm-Referenced Test

Grade: 6 READING

Test: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

ITBS SIXTH-GRADE READING IN NCEs

	2003-04	2002-03	2001-02	2000-01
Testing Month	October	October	October	October
SCHOOL SCORES				
Total or Composite Score	68.9	71.8	65.5	63.6
Number of students tested	82	82	84	68
Percent of total students tested	100%	99%	100%	99%
Number of students excluded	0	1	0	1
Percent of students excluded	0%	1%	0%	1%
SUBTEST SCORES				
Reading Total	63.2	64.4	63.7	61.3
SUBTEST SCORES (Students Receiving Special Education)				
Reading Total	51.6	57.9	58.0	50.5
SUBGROUP SCORES (Second-Language Learners)				
Reading Total	NA	NA	NA	NA
NATIONAL SCORES				
Total or Composite Score (MEAN)	50	50	50	50
SUBTEST SCORES				
Reading	50	50	50	50
STANDARD DEVIATIONS				
Total or Composite Standard Deviation	21.06	21.06	21.06	21.06
SUBTEST STANDARD DEVIATIONS				
Reading	21.06	21.06	21.06	21.06

Figure 5

National Norm-Referenced Test

Grade: 6 MATHEMATICS

Test: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

ITBS SIXTH-GRADE MATHEMATICS IN NCEs

	2003-2004	2002-2003	2001-2000	2000-2001
Testing Month	October	October	October	October
SCHOOL SCORES				
Total or Composite Score	68.9	71.8	65.5	63.6
Number of students tested	82	82	84	68
Percent of total students tested	100%	99%	100%	99%
Number of students excluded	0	1	0	1
Percent of students excluded	0%	1%	0%	1%
SUBTEST SCORES				
Mathematics Total	72.8	77.9	69.4	65.3
SUBGROUP SCORES (Students Receiving Special Education)				
Mathematics Total	53.9	58.7	39.7	48.7
SUBGROUP SCORES (Second-Language Learners)				
Mathematics Total	NA	NA	NA	NA
NATIONAL SCORES				
Total or Composite Score (MEAN)	50	50	50	50
SUBTEST SCORES				
Mathematics	50	50	50	50
STANDARD DEVIATIONS				
Total or Composite Standard Deviation	21.06	21.06	21.06	21.06
SUBTEST STANDARD DEVIATIONS				
Mathematics	21.06	21.06	21.06	21.06

Figure 6

**NCE ITBS Trend Data
Pleasant Hill School**

Second	Feb 99	Feb 00	Feb 01	Feb 02	Feb 03
Avg. NCE Reading Total	64.9	66.3	63.3	66.2	73.8
Avg. NCE Math Total	74.1	76.7	66.7	72	75.8

Fourth	Oct 99	Oct 00	Oct 01	Oct 02	Oct 03
Avg. NCE Reading Total	62.8	68.0	71.5	73.3	70.4
Avg. NCE Math Total	67.5	83.1	79.0	81.2	79.0

Sixth	Oct 99	Oct 00	Oct 01	Oct 02	Oct 03
Avg. NCE Reading Total	64.2	62.5	65.2	65.9	64.8
Avg. NCE Math Total	63.6	63.9	69.0	77.7	73.9

standard deviation = 21 points	>1/3	1/3	2/3	1	1-1/3
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*color indicates how much the average NCE mean of the tested group is above the average mean of 50

Figure 7

State Criterion-Referenced Test

Grade: 3 READING

Test: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly

Publisher: State of Illinois

What groups were excluded from testing? Why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.

Number Excluded: Number represents students who took no state assessments

Percent Excluded: See table below

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

ISAT THIRD-GRADE READING

	2002-03	2001-02	2000-01	1999-00	1998-99
Testing month	April	April	April	February	February
SCHOOL SCORES					
Exceeds Standards	68.4%	60%	54%	41%	31%
Meets Standards	26.3%	35%	31%	52%	55%
Total Meets/Exceeds Standards	94.7%	95%	85%	93%	84%
Number of students tested	81	83	100	73	91
Percent of students tested	100%	100%	100%	97%	94%
Number of students excluded	0	0	0	2	6
Percent of students excluded	0%	0%	0%	3%	6%
SUBGROUP SCORES (Students Receiving Special Education)					
ISAT Third Grade Reading	85	85	43	44	14
SUBGROUP SCORES (Limited English Proficient)					
See IMAGE Table					
STATE SCORES					
Exceeds Standards	21.9%	19%	19%	21%	17%
Meets Standards	40.1%	44%	43%	41%	44%
Total Meets/Exceeds Standards	62%	63%	62%	62%	61%
Percent of students tested	NA	95%	95%	85%	87%

Figure 8

State Criterion-Referenced Test

Grade: 3 MATH

Test: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly

Publisher: State of Illinois

What groups were excluded from testing? Why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.

Number Excluded: Number represents students who took no state assessments

Percent Excluded: See table below

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

ISAT THIRD-GRADE MATH

	2002-03	2001-02	2000-01	1999-00	1998-99
Testing month	April	April	April	February	February
SCHOOL SCORES					
Exceeds Standards	78.9%	78%	70%	56%	58%
Meets Standards	21.1%	19%	24%	41%	38%
Total Meets/Exceeds Standards	100%	97%	94%	97%	96%
Number of students tested	81	83	100	73	90
Percent of students tested	100%	100%	100%	97%	93%
Number of students excluded	0	0	0	2	6
Percent of students excluded	0%	0%	0%	3%	6%
SUBGROUP SCORES (Students Receiving Special Education)					
ISAT Third Grade Reading	100	92	64	78	57
SUBGROUP SCORES (Limited English Proficient)					
See IMAGE Table					
STATE SCORES					
Exceeds Standards	31.1%	30%	28%	23%	21%
Meets Standards	44.6%	44%	46%	46%	47%
Total Meets/Exceeds Standards	75.7%	74%	74%	69%	68%
Percent of students tested	NA	95%	88%	86%	88%

Figure 9

State Criterion-Referenced Test

Grade: 5 READING

Test: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly

Publisher: State of Illinois

What groups were excluded from testing? Why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.

Number Excluded: Number represents students who took no state assessments

Percent Excluded: See table below

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

ISAT FIFTH-GRADE READING

	2002-03	2001-02	2000-01	1999-00	1998-99
Testing month	April	April	April	February	February
SCHOOL SCORES					
Exceeds Standards	48.1%	44%	54%	39%	52%
Meets Standards	44.4%	48%	34%	46%	32%
Total Meets/Exceeds Standards	92.5%	92%	88%	85%	84%
Number of students tested	78	83	82	67	71
Percent of students tested	100%	100%	100%	97%	89%
Number of students excluded	0	0	0	2	8
Percent of students excluded	0%	0%	0%	3%	11%
SUBGROUP SCORES (Students Receiving Special Education)					
ISAT Third Grade Reading	58	63	29	40	NA
SUBGROUP SCORES (Limited English Proficient)					
See IMAGE Table					
STATE SCORES					
Exceeds Standards	23.1%	22%	25%	20%	24%
Meets Standards	37.3%	37%	34%	39%	37%
Total Meets/Exceeds Standards	60.4%	59%	59%	59%	61%
Percent of students tested	NA	97%	97%	See IMAGE	93%

Figure 10

State Criterion-Referenced Test

Grade: 5 MATH

Test: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly

Publisher: State of Illinois

What groups were excluded from testing? Why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.

Number Excluded: Number represents students who took no state assessments

Percent Excluded: See table below

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

ISAT FIFTH-GRADE MATH

	2002-03	2001-02	2000-01	1999-00	1998-99
Testing month	April	April	April	February	February
SCHOOL SCORES					
Exceeds Standards	42%	44%	23%	15%	14%
Meets Standards	56.8%	54%	72%	73%	82%
Total Meets/Exceeds Standards	98.8%	99%	95%	88%	96%
Number of students tested	71	83	82	67	71
Percent of students tested	100%	100%	100%	97%	89%
Number of students excluded	0	0	0	2	8
Percent of students excluded	0%	0%	0%	3%	11%
SUBGROUP SCORES (Students Receiving Special Education)					
ISAT Third Grade Reading	92	100	57	20	NA
SUBGROUP SCORES (Limited English Proficient)					
See IMAGE Table					
STATE SCORES					
Exceeds Standards	9.7%	8%	6%	5%	24%
Meets Standards	58.6%	55%	55%	52%	37%
Total Meets/Exceeds Standards	68.3%	63%	61%	57%	61%
Percent of students tested	NA	95%	88%	86%	88%

Figure 11

State Criterion-Referenced Test

Grade: 3, 4, 5 Reading (Level I) **Test:** Illinois Measure of Annual Growth in English (IMAGE)
(all grades above take Level I)

Edition/publication year: Yearly **Publisher:** State of Illinois

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or IMAGE would not be appropriate (students take the Illinois Alternate Assessment (IAA)).

Number excluded: See table below

Percent excluded: See table below

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

Beginning (Level 1)—Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences.

Expanding (Level 3)—Students at this level read text with increasing understanding of abstract and/or unfamiliar content.

Strengthening (Level 2)—Students at this level read and understand simple text supported by illustrations or personal experiences.

Transitioning (Level 4)—Students at this level read and understand an increasing broad range of materials required for academic success.

IMAGE—GRADES 3, 4, 5 READING (LEVEL I)

Reading Performance Level	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	February
School Scores				
Beginning (Level 1)	NA	NA	0	50%
Strengthening (Level 2)	NA	NA	0	0
Expanding (Level 3)	NA	NA	86%	50%
Transitioning (Level 4)	NA	NA	14%	0
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
District Scores				
Beginning (Level 1)	15.6%	22%	26%	36%
Strengthening (Level 2)	32.5%	32%	36%	31%
Expanding (Level 3)	26.6%	26%	24%	22%
Transitioning (Level 4)	25.3%	20%	14%	11%
State Scores				
Beginning (Level 1)	29.2%	35%	33%	44%
Strengthening (Level 2)	34.1%	31%	36%	30%
Expanding (Level 3)	22.4%	21%	22%	18%
Transitioning (Level 4)	14.4%	12%	9%	8%

Figure 12

State Criterion-Referenced Test

Grade: 6 (Level II) **Test:** Illinois Measure of Annual Growth in English (IMAGE)
(all grades above take Level I)

Edition/publication year: Yearly **Publisher:** State of Illinois

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEP's) indicate that participation in the ISAT or IMAGE would not be appropriate (students take the Illinois Alternate Assessment (IAA)).

Number excluded: See table below

Percent excluded: See table below

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

Beginning (Level 1)—Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences.

Expanding (Level 3)—Students at this level read text with increasing understanding of abstract and/or unfamiliar content.

Strengthening (Level 2)—Students at this level read and understand simple text supported by illustrations or personal experiences.

Transitioning (Level 4)—Students at this level read and understand an increasing broad range of materials required for academic success.

IMAGE—GRADE 6 READING (LEVEL II)

Reading Performance Level	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	February
School Scores				
Beginning (Level 1)	NA	NA	NA	0
Strengthening (Level 2)	NA	NA	NA	50%
Expanding (Level 3)	NA	NA	NA	50%
Transitioning (Level 4)	NA	NA	NA	0
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
District Scores				
Beginning (Level 1)	29.3%	36%	36%	22%
Strengthening (Level 2)	38.1%	29%	29%	35%
Expanding (Level 3)	26.5%	28%	28%	37%
Transitioning (Level 4)	6.1%	8%	8%	6%
State Scores				
Beginning (Level 1)	42.3%	33%	48%	50%
Strengthening (Level 2)	32.2%	36%	26%	27%
Expanding (Level 3)	22.2%	22%	22%	21%
Transitioning (Level 4)	3.2%	9%	3%	3%

Figure 13

Pleasant Hill
2001-02—2002-03 IMAGE Reading Growth

State Criterion-Referenced Test

Grade: 3, 4, 5 Reading (Level I) **Test:** Illinois Measure of Annual Growth in English (IMAGE)
(all grades above take Level I)

Edition/publication year: Yearly **Publisher:** State of Illinois

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or IMAGE would not be appropriate (students take the Illinois Alternate Assessment (IAA)).

2001-02—2002-03 IMAGE READING GROWTH

Level I Reading			
2001-02	Number	Growth	Growth in Years
	1	49%	<2
	1	33%	1
	1	23%	1
2002-03	Number	Growth	Growth in Years
	1	25%	1
	1	37%	>1
	1	84%	>3

< Less than, > More than

*Growth can only be determined if students took the IMAGE test two years in a row.

Figure 14